

### Functional Independence English Language Arts **Assessment**

- Accessing Print Assessment of a student's ability to construct meaning from text through listening or reading
  - Word Recognition/Vocabulary
  - Text Comprehension
- Expressing Ideas Assessment of a student s ability to communicate through writing speaking and/or drawing
  - Focus/development of topic organization style/word choice conventions



### Functional Independence Expressing Ideas - Intent

To evaluate the skills students need to effectively communicate within the Adult Life Contexts of Daily Living, Community Experience and Employment.

Why? Literate individuals communicate skillfully and effectively through printed, visual, auditory and technological media in the home, school community, and workplace. They are:

- Problem solvers
- Involved citizens

- Advocates
- Lifelong learners



# Functional Independence Expressing Ideas -- Prompts

- Authentic and reflective of functional adult life contexts - Daily Living Community Experience, Employment
- Scored on 4-point holistic scoring rubric
- Based on <u>Extended</u> Grade Level Content Expectations (EGLCE) and benchmarks (EB) - Writing strand

(See www.mi-access.info)



### Example Grade 4 GLCE

W.GN.04.01 Write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot



### Example Grade 4 EGLCE

W.GN.04.EG01 Write a personal narrative using illustrations and transitional words (before after, now, finally) to indicate

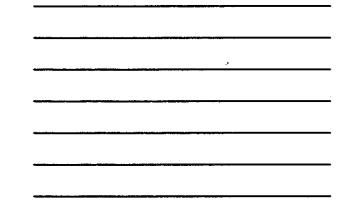
- sequence of events
- sense of story (beginning, middle end)
- physical features of characters



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### Example Grade 4 GLCE

W.GN.04.03 Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print



### Example Grade 4 EGLCE

W.GN.04 EG03 Write an informational piece that addresses a focus question (e.g., What is a family?) using

- descriptive
- enumerative
- sequence patterns
   that may include headings, titles, labels,
   photographs, or illustrations to enhance the understanding of central ideas



### Example Grade 4 GLCE

W.PR.04.03 Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.



### Example Grade 4 EGLCE

W.PR.04.EGO3 Write three or four connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word



# EI Scoring Rubric - 4 Writing

The writing focuses on the topic. The topic may not be explicitly stated but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar spelling, punctuation and capitalization) do not interfere with understanding



### EI Scoring Rubric - 3 Writing

The writing is mostly on topic. The topic may not be explicitly stated but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax Errors in language conventions (e.g., grammar spelling punctuation, and capitalization) may slightly interfere with understanding



### EI Scoring Rubric - 3 Drawing

The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing: (2) mostly present in the drawing and supported through written and/or transcribed oral explanation: or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g. composition, perspective, shape, and clarity) may slightly interfere with understanding



### EI Scoring Rubric - 2 Writing

The writing is somewhat on topic If not explicitly stated the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar spelling punctuation, and capitalization) may make understanding difficult



## EI Scoring Rubric - 1 Writing

The writing shows some evidence of an attempt to respond to the prompt although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible



# Student Checklist Directions: Use this checklist as you review and proofread your response to the prompt. Did I answer each part of the prompt? Did I support my ideas with details? Did I organize my ideas and details clearly? Did I review my response one more time to make sure it is just the way I want it? $\operatorname{\mathsf{Did}}\nolimits \ \mathbf{I}$ put my response on the student answer Classroom Instruction

# 7 Ideas for Writing

Provide **repeated** opportunities for students to:

- Learn writing as a process.
- 2. Write for authentic purposes
- 3 Write to demonstrate learning
- 4 Apply "kid-friendly" checklists & rubrics.
- 5 Evaluate writing of self & peers
- Maintain a portfolio
- Reflect by talking & writing about writing



### 1. Learn writing as a process.

- Prewriting
  - Planning, considering purpose generating thoughts & organizing ideas
  - Brainstorming, listing, clustering, partner & whole class sharing gathering information
- Drafting
  - Getting ideas down on paper in first form
  - Choosing for mat. deciding audience writing draft



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#### 1. Learn writing as a process.

- Revising
  - Taking 'another look"
  - Adding, deleting rearranging rethinking rewriting
- Proofreading
  - ~ Preparing for publication
  - Copy editing polishing correcting spelling & mechanical errors
- Publishing
  - Sharing work with the intended audience

### 2. Write for authentic purposes.

- Expect students to express ideas independently.
- Provide many writing experiences with a variety of narrative and informational genres
- Assign *authentic* tasks that reflect adult life roles and routines
  - Problem solvers advocates lifelong learners; involved citizens
- Daily living, community experience, & employment

By writing frequently, students learn to give concrete form to abstract thought



#### 3. Write to demonstrate learning.

Encourage students to "show" their learning in all content areas by

- Keeping learning logs and journals
- Taking notes
- Retelling and summarizing
- Setting learning goals and reflecting on

If you can explain it in your own words, you understand it!



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### 4. Apply "kid-friendly" checklists and rubrics.

Rewrite the EI Scoring Rubric in "student-friendly" terms

Score point 4 You can tell I know a lot about this topic. My writing is clear, focused, and is bursting with interesting details. Nothing seems out of order, and you never feel confused. I picked just the right words to show my ideas and teelings. My capitals and punctuation are in the right places and my spelling is terrific!

Post the revised rubric for all to see.



### 5. Evaluate writing of self and peers.

- Using the "kid-friendly" checklists and rubrics, students score their own and peers responses
- Scoring traits include:
  - Focus on topic/development, elaboration, details

- Organization, logical sequencing, sense of ending Style, word choice, syntax, sentence fluency, voice Conventions, overall correctness grammar spelling punctuation capitalization



### 6. Maintain a portfolio.

- A purposeful collection of student writing samples selected by the student and teacher
  - Reflects a variety of purposes/audiences
  - Includes captions written by student which identify the document, describe the task, & explain the purpose for inclusion ("What do you like about this piece, and why?") Is cleaned out and re-arranged periodically by student

  - May be shared with parents in parent-student-teacher conferences
  - Can be a file folder, crate, disk, etc
- A portrait of the student by the student



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# 7. Reflect by talking and writing about writing.

- Emphasize reflection and metacognition
  Expect students to routinely talk and write about their writing
  Encourage students to reflect on how they select topics, their strengths, and the problems they encounter in their writing
  Ask student to set writing goals assess achievement of goals, and revise them as needed
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